DOCUMENT RESUME

ED 365 394 JC 940 073

AUTHOR Levine-Brown, Patti; And Others
TITLE The Paideia Program.
PUB DATE May 93
NOTE 24p.; Materials presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (15th, Austin, TX, May 23-29, 1993).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Classroom Techniques; Community Colleges; *Discussion (Teaching Technique); *Educational Strategies; *Humanities Instruction; Instruction; *Instructional Innovation; Instructional Materials; Questioning Techniques; Seminars; *Teaching Methods; Two Year Colleges; Two Year College Students; Workshops
IDENTIFIERS Florida Community College at Jacksonville; *Paideia

ABSTRACT

In 1982, Mortimer Adler and other educators conceptualized the Paideia program as a way of reforming basic American schooling by replacing the system's inherent elitism with a truly democratic system accessible to all students. The three primary goals of the Paideia program are to prepare students to earn a living, be responsible citizens, and become lifelong learners. To achieve these goals, Paideia blends didactic classes in which students learn concepts and curricular content, coaching labs in which students practice and master the skills introduced in the didactic classes, and Paideia seminars in which Socratic questioning leads students to listen and think critically and to coherently communicate their ideas. Adler introduced the Paideia program at Florida Community College at Jacksonville (FCCJ), and college leaders, impressed with the program's potential, instituted a 3-year training cycle for interested faculty and administrators. FCCJ's adult studies program adapted the Paideia program to suit its needs, ensuring that seminars closely correlate to course curricula, that seminars are held on a regular basis, and that seminars would not be graded. Seminar leaders act as facilitators, generating questions and encouraging discussions among participants. The Paideia program supports the basic, thinking, and personal skills that will be needed in the workforce by the year 2000. Information about the Paideia program is attached, including guidelines for developing seminar questions, seminar rules and issues, a seminar observation guide, assessment and evaluation forms, and a list of seminar topics. (MAB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 365 394

The Paideia Program

Patti Levine-Brown, Professor, Adult Studies
Florida Community College at Jacksonville

Susan Yarbrough, Professor, Adult Studies
Florida Community College at Jacksonville

Edythe Adbullah, Assistant Dean, Adult Studies
Florida Community College at Jacksonville

Paula Miller, Assistant Dean, Adult Studies
Florida Community College at Jacksonville

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

P. Levine-Brown

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Materials presented at the Annual International Conference of the National Institute for Staff and Orgainizational Development on Teaching and Excellence and Conference of Administrators (15th, Austin, TX, May 23-29, 1993).

JC 940 073

PAIDEIA: SEMINARS PROMOTING CRITICAL THINKING, READING AND WRITING SKILLS

Patti Levine-Brown, Professor, Adult Studies
Florida Community College at Jacksonville

Susan Yarbrough, Professor, Adult Studies
Florida Community College at Jacksonville

Edythe Abdullah, Assistant Dean, Adult Studies
Florida Community College at Jacksonville

Paula Miller, Assistant Dean, Adult Studies
Florida Community College at Jacksonville

> PAIDEIA (py-dee-a) from the Greek pais, paidos: the upbringing of a child. (Related to pedagogy and pediatrics.) In an extended sense, the equivalent of the Latin humanitas (from which "the humanities"), signifying the general learning that should be the possession of all human beings (Adler, 1982).

In 1982, Mortimer J. Adler, Theodore R. Sizer and other educators concerned with the future of American education published The Paideia Proposal: An Educational Manifesto. Later, in 1984, came The Paideia Program: An Educational Syllabus. Through these two books, Adler (1984) and other members of The Paideia Group explained that the aim of the Paideia program was to reform radically basic American schooling by replacing the system's inherent elitism with a truly democratic system accessible to all students.

The three primary goals of the Paideia program are to prepare each student to (1) earn a living, (2) be a responsible citizen, and (3) become a lifelong learner. To achieve these goals, Paideia blends three modes of teaching and learning: (1) didactic classes in which students learn concepts and curricular content; (2) coaching labs in which students practice and master skills introduced in the didactic classes; and (3) Paideia seminars in which Socratic questioning leads

students to listen and think critically and coherently communicate their ideas with other group members (Adler,1982).

Mortimer Adler introduced the Paideia program to leaders of the Florida Community College at Jacksonville, Duval County School Board, and Jacksonville, Florida, civic organizations several years ago. Impressed with the program's collegewide potential, FCCJ instituted a three-year training cycle for interested faculty and administrators. The National Paideia Center of the University of North Carolina at Chapel Hill, subsidized in part by a grant from the Jessie Ball DuPont Religious, Charitable and Educational Fund, provided the initial training. Over the course of the training cycle, National Paideia Center personnel conducted on-site sessions at FCCJ and hosted faculty at advanced seminar training institutes at Chapel Hill. College faculty incorporated Paideia seminars into their courses across the curriculum. Adult studies, developmental, and college-credit faculty reported widespread student satisfaction with the seminars. Faculty cited not only skill improvement among student seminar participants but also increased self-esteem and tolerance for others' opinions.

Adult studies at FCCJ includes adult basic education, general equivalency diploma, adult high school, and lifelong learning courses. Since the adult studies program operates on an open-entry/open-exit, self-paced basis, implementing Paideia seminars presented a unique challenge. The problems: How could seminars be structured into self-paced courses and how would the seminars affect a student's grade? Individual faculty members devised a variety of solutions to these problems, agreeing on three common guidelines: (1) Seminars

should closely correlate to course curricula; (2) Seminars should be held on a regular, posted schedule so students could plan to attend; and (3) Seminars themselves should not be graded. Some faculty graded post-seminar writing assignments; others allowed the seminars as extra credit or special projects. In the adult studies classes, faculty shared leadership duties with visiting faculty and administrators. Classes were frequently combined when overlapping topics, themes, or applications occurred.

Seminar leaders act as facilitators, generating questions and encouraging participants to talk with each other rather than with the leader. The content and direction of the discussion belong to the participants. Adler (1984) cautions leaders, though, to be aware that different kinds of topics result in different styles of leadership. A work of fiction may require participants to understand exactly what happens in the work, while an expository piece can be used to explore the wisdom of the position taken by the author. While the goal of both seminars is to help students clarify their own thinking, the kinds of questions asked and the ways they are asked may differ. Adult studies faculty have employed contemporary and classical reading selections from all curriculum areas, paintings, sculpture, and even skeletons from the science lab as seminar topics. Seminars should give students opportunities to increase their understanding of the ideas presented in the works at hand; talk with each other, not just with the teacher; be actively involved in their own learnng; think better and more clearly; speak more articulately; listen and read better; and be exposed to the greatest works of art and literature from many cultures.

The opportunities Paideia seminars, didactic teaching and coaching provide support the three-part foundation of workforce skills needed by the year 2000. These skills are delineated in "The Secretary's Commission on Achieving Necessary Skills (SCANS) Report: What Work Requires of Schools-A SCANS Report for America 2000" from the United States Department of Labor (1992). The three areas of greatest need are basic skills: reading, writing, performing arithmetic and mathematic operations, listening and speaking; thinking skills: thinking creatively, making decisions, solving problems, knowing how to learn, visualizing and reasoning; and personal qualities: displaying responsibility, self-esteem, sociability, integrity, honesty, and self-management. This marriage of goals makes the Paideia program particulary applicable for adult learners.

The FCCJ adult studies program plans future implementation of Paideia elements. Adjunct faculty are currently training in seminar techniques. Fulltime faculty who were previously trained in seminar leadership will expand their knowledge of coaching and explore a more comprehensive evaluation of the program's effectiveness. While skills as well as attendance apparently improve in Paideia classes, adult studies faculty hope to contribute to the growing body of classroom research devoted to the Paideia program. Evaluation of writing skill gains and student attendance will be the focus for 1993-1994. That there is a need for further research on the program's efficacy is demonstrated by the results of a study of changes in critical thinking skills (Dryden,MacPhail-Wilcox & Eason,1991). The study firdings suggest that currently available tests of critical thinking skills do

not adequately measure holistic kinds of thinking; therefore, adult studies faculty will seek to develop a method for evaluating changes in writing skills. Also of interest to the department is the effect seminars have on class attendance. Because students in a self-paced program rarely interact with others on classwork, the adult studies faculty will examine the potential Paideia seems to offer for giving these students a connection to a stable group. Once students attend seminars regularly, the evolution to more cooperative learning tasks has begun.

Implementing Paideia seminars requires no high-cost, high-tech equipment; it does require staff development. Paideia does not cure all the ills of American education; it can result in more relevant, lasting learning. Paideia allows the instructor to be, in the words of one enthusiast, a "guide on the side rather than a sage on the stage."

WORKS CITED

Adler, Mortimer J. 1982. The Paideia Proposal: An Educational Manifesto. New York: Macmillan Publishing Company.

Adler, Mortimer J. and The Paideia Group. 1984. The Paideia Program: An Educational Syllabus. New York: Macmillan Publishing Company.

Dryden, Julia I., Bettye MacPhail-Wilcox, and Edna Eason. Spring 1991. "Changes in Critical Thinking Skills: Outcomes of the Paideia Curriculum as Measured by Item Analysis." Journal of Research in Education 1 (1): 33.

The Secretary's Commission on Achieving Necessary Skills. 1992. "What Work Requires of Schools: A SCANS Report for America 2000." United States Department of Labor.

DECLARATION OF PAIDEIA PRINCIPLES

We, the members of the Paideia Council, hold these truths to be the principles of the Paideia Program:

- that all children can learn;
- that, therefore, they all deserve the same quality of schooling, not just the same quantity;
- that the quality of schooling to which they are entitled is what the wisest parents would wish for their own children, the best education for the best being the best education for all;
- that schooling at its best is preparation for becoming generally educated in the course of a whole lifetime, and that schools should be judged on how well they provide such preparation;
- that the three callings for which schooling should prepare all Americans are, (a) to earn a decent livelihood, (b) to be a good citizen of the nation and the world, and (c) to make a good life for one's self;
- that the primary cause of genuine learning is the activity of the learners own mind, sometimes with the help of a teacher functioning as a secondary and cooperative cause;
- that the three kinds of teaching that should occur in our schools are didactic teaching of subject matter, coaching that produces the skills of learning, and Socratic questioning in seminar discussion;

- that the results of these three kinds of teaching should be (a) the acquisition of organized knowledge, (b) the formation of habits of skill in the use of language and mathematics, and (c) the growth of the mind's understanding of basic ideas and isssues;

- that each student's achievement of these results would be evaluated in terms of that student's competencies and not solely related to the achievements of other students;

- that the principal of a school should never be a mere administrator, but always a leading teacher in the school who should be cooperatively engaged with the school's teaching staff in planning, reforming, and reorganizing the school as an educational community;

- that the principal and faculty of a school should themselves be actively engaged in learning; and

- that the desire to continue their own learning should be the prime motivation of those who dedicate their lives to the profession of teaching.

THE PAIDEIA COUNCIL

National Paideia Center
School of Education
CB # 8045
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599

IMPLEMENTATION ISSUES

Selecting Readings

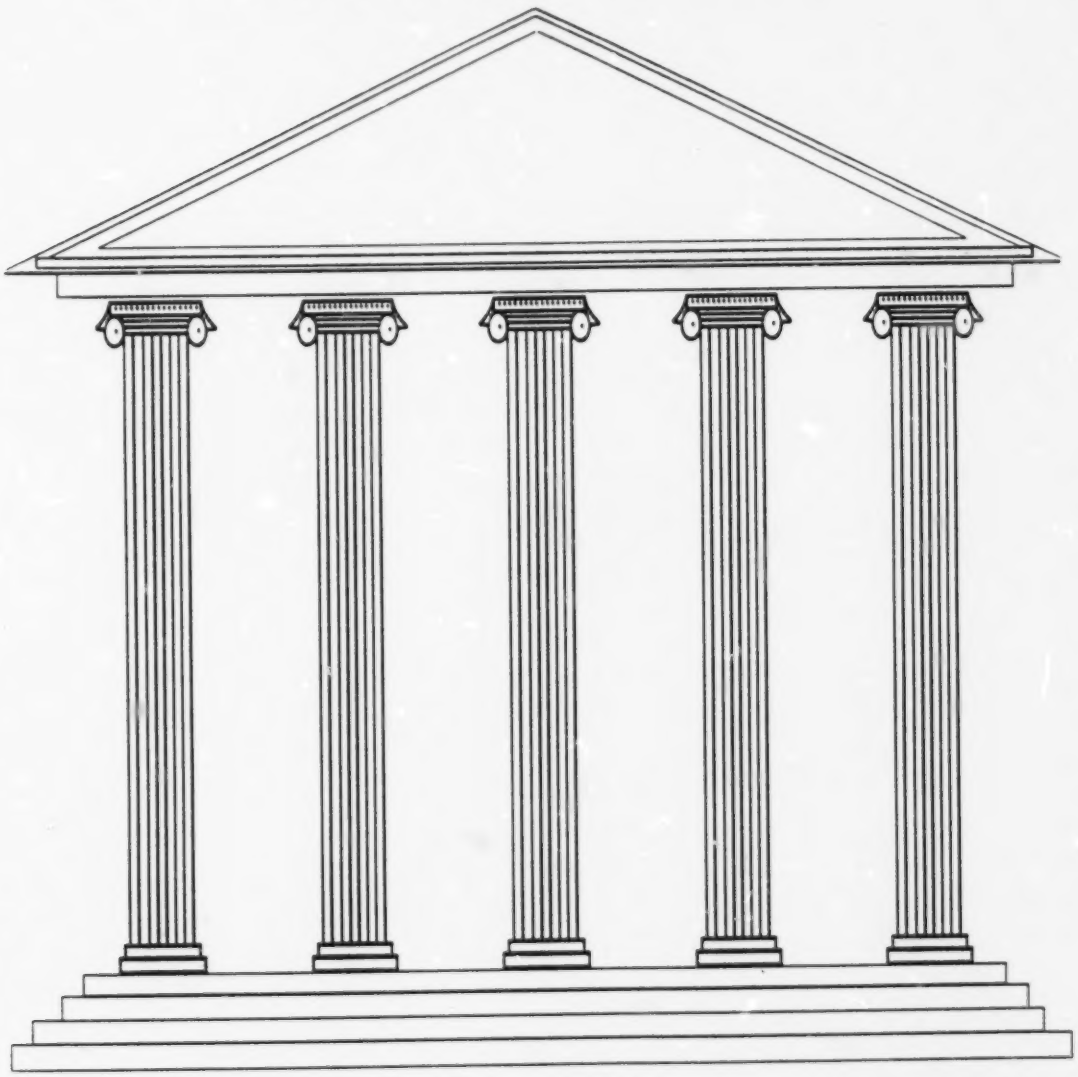
Developing Questions

Room Arrangement
- .circular pattern
- .inner/outer circle
- .hot seat
- .leader/co-leaders

Student Issues
- .shy student
- .talkative student
- .disruptive student
- .students who fail to read the material

Leader Characteristics

1993 NISOD International Conference on Teaching Excellence



Paideia (py-dee-a) from the Greek pais, paidos:
the upbringing of a child

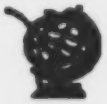
THREE COLUMN DIAGRAM

INSTRUCTION

ACQUISITION OF
ORGANIZED
KNOWLEDGE
by means of
DIDACTIC
INSTRUCTION
using
TEXTBOOKS AND
OTHER AIDS
in the areas of

LANGUAGE
LITERATURE
THE FINE ARTS

NATURAL SCIENCE
MATHEMATICS
HISTORY



GEOGRAPHY
and
SOCIAL STUDIES

COACHING

DEVELOPMENT OF
INTELLECTUAL SKILLS
by means of
COACHING
using
EXERCISES AND
SUPERVISED PRACTICE
in the areas of

READING
WRITING
CALCULATING
PROBLEM-SOLVING
MEASURING

SPEAKING
LISTENING

OBSERVING
and
EXERCISING CRITICAL
JUDGEMENT

SEMINARS

INCREASED
UNDERSTANDING OF
IDEAS AND VALUES
by means of
SOCRATIC
QUESTIONING
using
ACTIVE
PARTICIPATION
in the discussion of
PRIMARY SOURCE
MATERIALS
(documents, literature,
NOT textbooks)

WORKS
OF ART

INVOLVEMENT IN
ARTISTIC ACTIVITIES
MUSIC

DRAMA
and
VISUAL ARTS

DEVELOPING SEMINAR QUESTIONS

General Guidelines for Developing Questions:

1. Avoid yes/no questions without a planned follow-up question.
2. Avoid narrow or focused questions. Ask yourself: "Can I get the participants to think at least 20 minutes about this question?"
3. Word the questions so students do not know what you think the answers should be.
4. Your questions should not assume that the participants came to the same conclusion you did about any part of the text.
5. Questions should explore the ideas, words, values, and issues in the reading assignment - not the facts.
6. Limit the number of questions (one to five). Your goal is for the students to have a greater understanding of the text by thinking - not by covering the content.
7. Ask questions requiring knowledge of the content in the reading assignment.

I.	**Opening Questions**	**Thinking Skills**
A.	Introducing theme, idea, topic of seminar	
	1. What would be another title for this?	comprehension
	2. What was ..... about? Explain.	comprehension
	3. Was this about a ... or ...? Explain.	comprehension
	4. What happened?	comprehension
B.	Assessing Student Understanding	
	1. Did you like .....? Why?	evaluative
	2. Do you agree or disagree with ..? Why?	evaluative
	3. How would you vote? Defend your stand.	evaluative
	4. What is most important in ...? Explain.	analysis
	5. Have you ever used this word as an adjective? If so, how did you use it? What did you mean by it?	application

C. Criteria for Opening Question

1. It should have many possible responses.
2. The leader does not know the answer to it.
3. It involves all participants. (round robin, vote)
4. It refers to the reading assignment. Most often, the leader can determine if the participants have read the assignment by listening to their responses.

II. Core Seminar Technique Examples	Thinking Skills
A. Identifying Central Points	
1. What is meant by...(specific text readings)	comprehension
2. Where does it say...(specific text readings)	
3. Who are the main characters? Why?	
B. Examining Central Points	
1. How would your rank ....? Why?	analysis
2. Is this consistent in the text...? Explain.	evaluative
3. Who was the most important character? Why?	
C. Examining Student Logic	
1. Do you agree or disagree, and what in the text supports that position?	evaluative
2. In what order would you rank this...? Why?	analysis
3. How do you support your position?	comprehension

D.	Using Diagrams to Frame Conflicts or Comparisons	comprehension
1.	How is this different from that?	comprehension comparison synthesis analysis classification
2.	Is it true? Explain.	evaluation
3.	Why do you say ....?	comprehension

III. <u>Closing Seminar Techniques</u>

A.	Looking at Related Issues	
1.	What are consequences or implications..? How does it relate today? (outside education)	expansion
2.	How does this relate to education, teachers, principals, schools, etc.?	
3.	What are related questions? Why is this important? Why is this important?	expansion
B.	Closing Assessment	
1.	Have you changed your mind (i.e., vote or previous decision)?	evaluation
2.	What is the importance of..? Justify.	evaluation
3.	What two or three themes repeatedly came up in our seminar?	summary

Paideia Seminar Rules

1. Come well prepared.

2. Be courteous.

3. Give evidence from the text.

4. Raise questions about responses.

5. Be an active listener.

6. Make room for productive silence.

Participating in a Paideia seminar is a shared responsibility. Anyone may pose a question at any time.

SEMINAR OBSERVATION GUIDE

Discussion Leader: _____

Reading Discussed: _____

Date: _____

# of Participants: _____

Observer: _____

Opening Question: Did it initiate thought and begin discussion?

Follow-up Question: Were the participants responses used to continue discussion?

List the questions asked that made you think (can be by both the participants and the discussion leader).

Did the questions asked refer participants back to the text?

Were all of the participants involved in discussion?

What strategies or techniques did the leader use to involve the participants?

List the strengths and weaknesses of the seminar leader's techniques.
Give specific examples.

PARTICIPANT ASSESSMENT FORM

Seminar reading _____

Date _____

Student	Assessment 1 - Below Average 2 - Average 3 - Above Average						
	Frequency of Contributions	Quality of Contributions	Ability to Express Ideas	Refers to Text	Listens to Others	Preparedness	Level of Involvement

SELF EVALUATION

Reading Discussed:

1. As a leader, my introductory question was and it worked/did not work because:

2. The follow-up discusssion was:

3. Was the discussion frequently supported by the text? Give examples:

4. What do you feel was the best aspect of your performance?

5. What do you feel could be improved in this seminar?

6. What did you learn by conducting this seminar?

SEMINAR LEADER EVALUATION

Please rank your seminar leader in the following areas, on a scale from **1 to 5, 5 being most effective.**

		RANKING
1.	Asking open-ended questions	_____
2.	Listening	_____
3.	Eliciting support from text from participants	_____
4.	Involving all students	_____
5.	Neutrality and Judgement	_____
6.	Use of silence	_____
7.	Ending the seminar	_____
8.	Establishing and enforcing seminar ground rules	_____
9.	Asking follow-up questions	_____
10.	Keeping focus	_____
11.	Dealing with unprepared student	_____
12.	Appropriate choice of material and preparation	_____

Paideia Seminars

Abbott, Edwin — "Flatland"
Adams, Abigail S. — The Book of Abigail and John
Adler, Mortimer — Video
Angelou, Maya — "On the Pulse of Morning"
Asimov, Isaac — "The Feeling of Power"
Baldwin, James — "A Talk to Teachers"
Berry, Wendell — "What are People for?"
Canfield, Dorothy — "Sex Education:
Cavafy, Constantine — "Waiting for the Barbarians"
Chief Seattle — "The Earth does not belong to man..."
Chekhov, Anton — "The Bet"
"The Evildoer"
"Beyond the Bayou"
Chopin, Kate — "The Doctor's Trial" and "The Hippocratic Oath"
Confucius — "Meditation XVII"
Quotes — "The Labor Question"
Donne, John — The Enchiridion
Douglass, Frederick — "Two Fellows and a Bear"
Epictetus — "The Road Not Taken"
Fable — "Salvation"
Frost, Robert — "Rhinoceros"
Hughes, Langston — "Charles"
Ionesco, Eugene — "The Lottery"
Jackson, Shirley — "The Declaration of Independence"
"What is Enlightenment?"
Jefferson, Thomas — "I Have a Dream"
Kant, Immanuel — "Unwise and Untimely"
King, Martin Luther — Tao te Ching #48
"The Ones Who Walk Away from Omelas"
Lao-tzu — "The Gettysburg Address"
LeGuin, Ursula — The Prince
Lincoln, Abraham — "The Jewbird"
Machiavelli — "Shooting the Elephant"
Malamud, Bernard — Satyricon
Orwell, George — "Apology"
Petronius — "The Death of Socrates"
Plato — "The Republic"

"Pledge of Allegiance" — Poems
"Poor Richard's Almanac" — "Harnessing the Heart"
"Preamble to the Constitution" — "Ozymandias of Egypt"
Rilke — "A National Curriculum in the U. S."
Rud, A. G. — Antigone
Shelley, P. B. — "Childhood is the Kingdom"
Smith et.al. — and Emily Dickinson poem
Sophocles — "Casey at the Bat"
St. Vincent Millay, Edna — "Science vs. Luck"
"Geometry in the South Pacific"
Thayer, E. L. — "Blue Winds Dancing"
Twain, Mark — "On the Beach at Night"
Warner, Sylvia T. — "Song of Myself"
Whitecloud, Tom — "When I Heard..."
Whitman, Walt

Additional Papers to be Considered:

Ozymandias

I met a traveller from an antique land
Who said: Two vast and trunkless legs of stone
Stand in the desert. Near them on the sand
Half sunk, a shatter'd visage lies, whose frown
And wrinkled lip and sneer of cold command
Tell that its sculptor well those passions read
Which yet survive, stamp'd on these lifeless things,
The hand that mock'd them and the heart that fed;
And on the pedestal these words appear:
'My name is Ozymandias, king of kings:
Look on my works, ye Mighty, and despair!'
Nothing beside remains. Round the decay
Of that colossal wreck, boundless and bare,
The lone and level sands stretch far away.

Percy Bysshe Shelley

Jade Flower Palace

The stream swirls. The wind moans in
The pines. Gray rats scurry over
Broken tiles. What prince, long ago,
Built this palace, standing in
Ruins beside the cliffs? There are
Green ghost fires in the black rooms.
The shattered pavements are all
Washed away. Ten thousand organ
Pipes whistle and roar. The storm
Scatters the red autumn leaves.
His dancing girls are yellow dust.
Their painted cheeks have crumbled
Away. His gold chariots
And courtiers are gone. Only
A stone horse is left of his
Glory. I sit on the grass and
Start a poem, but the pathos of
It overcomes me. The future
Slips imperceptibly away.
Who can say what the years will bring?

Tu Fu